and MTOE) are independent (Enochs, Smith, & Huinker, 2000). The item total correlations of all items with the rest of the items was in the range from 0.43 to 0.53 for the PMTE-7, and from 0.46 to 0.64 for the MTOE. The Cronbach alpha for the MTEBI-12 is 0.742, while for the PMTE-7 it is 0.756 and for the MTOE-5 it is 0.765. Correlation with the original 21 item version of the MTEBI is r=0.93.

Conclusions

The main purpose of this study was to contribute to international research on evaluating the psychometric properties of the MTEBI. Confirmatory factor analysis suggested that the original two-factor model showed poor fit, but the re-specified 12-item model (with correlated errors) had acceptable levels of fit to the model. The MTEBI12 also showed good and acceptable reliability and internal consistency, both for the scale in general, and for the subscales. The results of confirmatory factor analysis and reliability analysis point out that MTEBI12 possesses adequate psychometric properties and construct validity, and that it is applicable to the sample of respondents in Serbia. The value of this study can be recognized in the fact that this is the first time that an instrument for assessing mathematics teaching efficacy beliefs was used in Serbia. Nevertheless, some further research work on examining validity and reliability of the MTEBI in Serbian educational settings is needed. The research on mathematics teaching efficacy beliefs has significance for educators involved in teacher education programmes who are constantly working on preparing future teachers to be able to teach mathematics effectively.

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